DOCUMENT RESUME

ED 300 071 JC 880 487

AUTHOR Slicker, Russ; And Others
TITLE Team Building through Faculty Coaching and Faculty Coaching System Guidebook.
INSTITUTION Milwaukee Area Technical Coll., Wis.
PUB DATE Apr 88
NOTE 79p.; Paper and accompanying guidebook presented at the Annual National Convention of the American Association of Community and Junior Colleges (68th, Las Vegas, NV, April 24-27, 1988).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Administrator Role; College Faculty; Community Colleges; Department Heads; *Evaluation Criteria; *Evaluation Methods; *Faculty College Relationship; *Faculty Development; *Faculty Evaluation; Program Development; Two Year Colleges; Unions

ABSTRACT

A description is provided of the development and implementation of a Faculty Coaching System, a systematic evaluation process, at Milwaukee Area Technical College (MATC). Introductory comments by Russ Slicker offer a brief history and description of MATC and a profile of MATC's well-established, stable faculty. Next, Beverly Simone discusses the faculty/administration/union dynamics involved in implementing a faculty evaluation program where no formal evaluation mechanism had existed previously, and traces the development of the Faculty Coaching System. Finally, Jim Walsh explains the coaching process, indicating that faculty members are expected to plan, implement, and evaluate their own professional growth, while their immediate supervisors or other administrators act as coaches, asking a series of open-ended questions to help faculty clarify and achieve their goals. Walsh also explains that the Faculty Coaching System operates on two tracks, with procedures and purposes differing for tenured and non-tenured faculty. Attached to the program description is a copy of the Faculty Coaching System Guidebook, which includes: (1) an introduction to the Faculty Coaching System; (2) coaching guidelines, which outline criteria for the evaluation of faculty members' contact with students, preparation for classes, instructional effectiveness, and professional development; (3) information and forms for assuring the professional growth of tenured faculty in Track I; (4) a summary of Track II procedures and forms used to make decisions concerning the continued employment of uptenured faculty; (5) a coaching verification form; (6) a description of faculty coaching system procedures; and (7) a glossary. Flow charts illustrating the system are appended. (AJL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

TEAM BUILDING THROUGH FACULTY COACHING

AND

FACULTY COACHING SYSTEM GUIDEBOOK

ED300071

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. R. Walsh

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

X Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Dr. Russ Slicker
Dr. Beverly Simone
Mr. Jim Walsh

Paper and accompanying guidebook presented at the Annual National Convention of the American Association of Community and Junior Colleges. 68th, April 20-27, 1988, Las Vegas, Nevada.

JC 880 487

Team Building Through Faculty Coaching

Annual Convention
American Association of Community and Junior Colleges
Las Vegas; April 20-27, 1988

Speakers:
Dr. Russ Slicker, District Director - Milwaukee Area Technical College
Dr. Beverly Simone, District Director - Western Wisconsin Technical College
Mr. Jim Walsh, Teacher - Milwaukee Area Technical College

Dr. Slicker:

I would like to spend just a few minutes giving you a bit of background on Milwaukee Area Technical College (MATC) so that you have some perspective of the organization and its history. It is important that you have that perspective so you can place the development of the MATC Faculty Coaching System in context.

By most standards we are a fairly old and mature two-year college. MATC was founded and began operations in 1911. We do operate as a comprehensive community college, although our primary emphasis is in vocational, technical education. At the present time the college has about 130 different occupational program options at the certificate, diploma or associate degree level. We operate with four campuses in the greater Milwaukee metropolitan area, and serve a population of about a million and one quarter people. The 1987-88 Fall enrollment was 38,000 students registered in the institution excluding all of the non-credit community service continuing education. About 58% and 33% respectively of the students in our institution are female and minorities. MATC has approximately 1400 full time employees (550 full time faculty). There are perhaps 1000 - 1200 part time faculty over the course of a year. The annual operating budget for this year is just in excess of $125 million.

There are a number of other factors that may help to put this project into context. As indicated previously, MATC serves a fairly large urban area. More importantly, that urban area is industrially based and blue collar. The area is heavily unionized with a long history of unionization in business and industry. The faculty of the college has been unionized since 1957. It is a mature and well established faculty operating within the context of a labor contract. Many of the behaviors and relationships that take place within MATC are dominated by the long standing contract.

Our faculty tend to be very senior and well established.

Eighty percent of the college's faculty are in the top 20% of the salary schedule. Obviously, there has not been a great deal of turnover among the faculty. This stability is beneficial to the institution since it is also a very talented faculty. Because the college is heavily vocational and technical, almost all the faculty have five or more years experience in business and industry in addition to the traditional academic credits.

Prior to the adoption of the faculty coaching system, it would be fair to say that the evaluation systems in the college were weak or, in some cases, nonexistent. MATC needed to find a way, within its context, to evaluate, maintain and enhance the quality of faculty members who are at the cutting edge of the educational process. It was within this mix of conditions that MATC moved to put together the faculty coaching process. Dr. Simone will describe the dynamics of the development process and Jim Walsh will review the actual substance of the coaching process.

Dr. Simone:

The process was, as you can imagine, very dynamic and not without conflict. The union was well established and, basically, there was not a systematic evaluation system in place. Dr. Slicker was a new president of a college which had gone through a great deal of controversy just prior to his arrival. The climate was one ready for change, but an almost adversarial relationship existed between the faculty union and the administration. As we started this process many faculty members seemed to believe that no administrator really would be a coach or facilitator, or that part of administration's role is development of human potential. Thus, we were starting from a base which included a very perjoritive sense of the concerns of administration. In this context our goal was to develop a team to put together a system that would maximize the human potential of the organization. Although we are talking about faculty development today, this same process would apply to clerical, custodial or any other staff in an institution.

We decided that an effective evaluation system could not be mandated within this context and with this goal. The system had to be developed cooperatively and collaboratively with the faculty union leadership. MATC needed an evaluation system that all participants could commit to, but at this point the concept of coaching had not been discussed. Early discussions quickly made a few constraints on development very clear. First, it was evident that faculty could not see evaluation as producing positive results. The term alone simply produced too many negative reactions in people. To achieve our goal we would need a goal shared by all participants and the faculty members simply found it difficult to view an evaluation system as a desirable goal.

Second, we needed to develop means for actively involving both faculty and administration. We had to work to have an open, continuous dialogue and debate. This would insure the diversity of ideas necessary for making effective decisions concerning the new system. This, in turn, meant the process of development must take place in an environment of trust (or one that would at least encourage trust). This environment would promote interaction and the sharing of ideas. The flow of complete, accurate information upward, downward and across the lines in the organization would encourage this trust (this was not an easy task given the size of our institution). Continuous feedback loops were essential because the faculty were very concerned about what the administration was trying to do to them, instead of focusing on how we work together for the benefit of the student. We needed a structure that allowed interaction through a small group process yet provided representation for the whole of the institution. This would allow us to deal with the small rumor mills that were being created throughout the institution. We wanted a system that was jointly owned by faculty and administration, and that there was a commitment to ensuring that the system would work. We did not want one that laid on the shelf in someone's office.

We started by forming a joint team with twelve members from administration and 12 members from faculty. Administration realized that if we wanted this team to really work we had to have the committee chair come from the faculty (Jim Walsh was elected to take on this leadership role). My role, as Rus Slicker indicated, was as the committee's liaison with administration throughout the whole process. The committee also had the president of the faculty union and the college's labor relations manager as ex-officio members. Both took a very active role in the process. Prior to the actual formation of the committee a woman faculty member completed a research project on evaluation systems as part of a leadership identification program modeled after the National Institute for Leadership Development. This research, and a presentation by a consultant from Iowa State University served as the foundation for the committee's work. The committee actually began its work in March, 1985, but it took several months of dialogue before the process of developing and shaping the system began.

The actual work began in May, 1985 with the formation of a criteria subcommittee (which was actually a committee-of-the-whole). This subcommittee was charged with working during the summer to develop the basic categories of evaluation to be included in the system. It was during the summer debate that the faculty members' negative view of administration's role in evaluation became very apparent. I was very surprised since I had always felt that an administrator's major role was the development of people for more responsibility and effectiveness either in their current role or for a new one.

At least in our institution there was a very clear feeling by a large number of the faculty that administration was not interested in the development of people. There was, as a result, a lot of debate on this issue during the summer. During this debate, the concept and emphasis on coaching emerged. The commitment to the development of a coaching system provided the foundation for the teamwork necessary to achieve the committee's goal. This commitment was based on the recognition that the majority of our faculty are very good from an administrative standpoint. We also recognized that it is really very difficult, if not virtually impossible, to effectively displace tenured faculty members. By committing to coaching we made a statement that our emphasis was on the positive. That is, we were going to construct a system designed for the benefit of the 99% of our faculty who were doing a good job. We wanted a system which would enhance what they were doing and not spend our energy on the few percent of faculty that must be dealt with via other personnel strategies. Thus, during the summer we developed both the basic categories and philosophy of the system. We knew it was going to be a facilitory system focused on the development of the individual for the improvement of instruction and, consequently, for the benefit of the student.

In the Fall, the full committee formally adopted the criteria and the emphasis on coaching. A subcommittee on coaching was formed to develop the framework of the entire system. This group determined that the centerpiece of the system would be self-assessment by the faculty member based on the established criteria. This meant that the criteria needed further elaboration. Therefore, another subcommittee was formed (referred to as the standards subcommittee). As with all committees, this group consisted of equal numbers of faculty and administration. The standards subcommittee was charged with determining mutually agreeable descriptors of good teaching at MATC. Many hours were spent reaching this agreement. This process of development was very time-consuming as is any truly open process where the participants come to the process with dramatically different points of view.

When the standards and coaching subcommittees completed their work we had our first draft of a basic coaching document. The discussions of these subcommittees also led to the recommendations that a coaching system would require the support of an employee assistance program and an instructional resource center. The employee assistance program would provide a resource for administrators and faculty in situations where concerns were so immediate as to make coaching inappropriate. The instructional resource center would have support materials tied back to the criteria and descriptors of the coaching system to be used by faculty members in planning and implementing their development plans.

Other subcommittees naturally evolved during this process. One such group, referred to as the supplementary evaluation subcommittee, was charged with determining how to utilize self, student, and peer evaluation in the coaching system. An operations subcommittee was given responsibility for specifying the procedural details of the system and working through the implementation of the system. They developed a pilot program of the system which included training and a feedback system for both administrators and faculty. A draft of the system was formally presented to the entire faculty in January, 1986. The feedback from this presentation and the pilot program were utilized during the Spring to modify the system. By this time over 100 faculty members had been actively involved in the development of the system and all of the faculty had been indirectly involved.

The MATC Faculty Coaching System was presented to the faculty in four sessions in September, 1986. To get to this point we had focused on a shared administration-faculty goal. This created a partnership between faculty and administration and a joint commitment to the goal. We knew that when we finished there needed to be an ownership of whatever system was developed. Thus, we focused on the utilization of communication and teambuilding strategies to achieve this ownership. The excellent reception of the coaching system by the vast majority of the faculty indicates the strategies employed in developing the system were successful.

Jim Walsh:

I would like to begin by defining faculty coaching. It is an instructional process in which a supportive advisor works with a team member in expanding teaching knowledge, skills and abilities. As an instructional process, it is based on the principles of adult learning. Coaching is also based on a fundamental principle of management that managers should build on strengths and manage weaknesses. Finally, coaching is a teambuilding process designed to create a community of purpose between coaches and team members to improve instruction.

Creating this community of purpose requires that both the coach and the faculty member approach coaching with the point of view that both will learn and develop during the process. This point of view requires reciprocal roles in coaching (we, as colleagues, are working together to achieve a common goal - the improvement of instruction). The role of the faculty in coaching is to do. That is, the faculty are expected to plan, implement and evaluate their own professional growth. It is essential in coaching that the words in these processes come out of the faculty member's mouth. We want the faculty to achieve personal goals while helping the institution achieve its goals. The role of the

coach in coaching suffers from a false image of coaches as one of coercing performance. We believe the coaches role is to:

1. assist more than assess;
2. clarify goals and values; and
3. remove obstacles.

The coach does this primarily through the use of open-ended questions. The coach may have to assume additional responsibility if the faculty member abdicates his responsibilities.

For these reciprocal roles to work requires a common ground, a starting point of agreement upon which to build. In the language of athletic coaches, everyone must be on the same page of the playbook. The participants also need a shared language to use in the teambuilding process. We try to accomplish these goals in three ways:

1. A Faculty Coaching Guidebook is given to everyone. This document contains all the coaching procedures and facsimiles of all documents.
2. Within the Guidebook are coaching guidelines. These describe, in over 7 pages, good teaching behaviors at MATC. They are food for thought and the basis for all coaching documents.
3. The faculty and coaches have all been trained in the theory and practice of coaching.

It should be noted that this common ground also increases the consistency of coaching across instructional divisions and coaches.

The MATC Faculty Coaching System takes place within the context of a two-track system in which personnel and procedures vary according to the employment status of the teacher. There are two basic benefits from this two-track system. First, it enhances the trust necessary for the system to work. Second, the track system provides substantial due process protection for the faculty.

Track One of the system is pure coaching for development. Faculty in this track are guaranteed that the goals of coaching are their professional growth and the improvement of instruction. Only tenured faculty are assigned to Track One, and they, in effect, are granted immunity from prosecution. They are guaranteed that no employment decision is involved in coaching because the originals of all documents in this track are kept by the instructor. No coaching documents are kept in the teacher's personnel file. The coach keeps only a copy of the documents for future coaching. The coach is the immediate supervisor

(Instructional Chairperson, Associate Dean or Dean).

If coaching is successful it simply continues. If it is not successful, then the faculty member changes coaches. We want to make sure that the problem is not the coach. If the second attempt at coaching is successful, then it continues. If the attempt is not successful, then the teacher changes tracks and shifts to Track Two. Every effort is made to avoid this track shift. When it occurs, however, it is very tightly controlled. The coach communicates to the Dean only the recommendation to shift the instructor. We try to give the faculty member as clean a slate as possible in the new track. Thus, no documents shift from Track One to Track Two and no testimony by an Instructional Chairperson based on Track One coaching is allowed in any adversarial proceedings.

Track Two is a one-year cycle. Everyone in this track understands that an employment decision is being made concerning the faculty member's employment. Here, the coaching document is placed in the teacher's personnel file. There are no Instructional Chairpersons as coaches because of the evaluation for employment aspect of this track. The instructors are those about whom the organization must immediately decide whether employment will continue (non-tenured, limited term and tenured shifted from Track One). With successful coaching the tenured faculty shift back to Track One. The others continue in Track Two until they receive tenure and then shift to Track One. If coaching is not successful, then we, in effect, hold a gun to the teacher's head. You must perform or we will move toward shifting the person to another field of employment. In short, the process becomes very adversarial with little bases for teamwork. The teacher's union becomes significantly involved and the process becomes legalistic.

Returning to Track One, the three-year cycle of the coaching process is described on page 50 of the Faculty Coaching Guidebook. Note that the Self-Assessment is crucial and central to coaching. The MATC Faculty Coaching System is designed so that the faculty assume responsibility for leadership in the process. The ideal is self-direction by the teacher, rather than direction from an administrator. Coaching requires that both the team member and the coach be active participants in the process, rather than passive observers. Moreover, since true development requires the acknowledgment of the need for improvement, the plan for growth must come out of the faculty member's mouth. The central role for the Self-Assessment also recognizes that faculty, as adults, bring a variety of prior knowledge and experience to the process. We believe we should make use of this fact. We also believe that faculty expect to participate in these decisions concerning their professional lives.

The Self-Assessment has two parts. Part One is the

assessment of the teacher's strengths and potential areas of growth. Faculty are provided a variety of sources of information for this assessment. Information such as retention statistics and student evaluations are provided in as non-threatening manner as possible so that fear will not block learning. The coach may never see this part of the instrument. Again the emphasis is on self-direction. We want the faculty member to think critically about this information, not just passively listen to another person's evaluation of the data.

The MATC Faculty Coaching System, and particularly the central role of the Self-Assessment, is based on the following assumptions. First, we assume that the teacher wants to do a good job. Second, we believe teachers will select successful behaviors when they are provided information on how they are doing and alternative ways of doing their job. Finally, we presume that teachers will select these successful behaviors because students will reward them for doing so.

Part Two of the Self-Assessment, unlike Part One, is always seen by the coach. Here the faculty member has two basic responsibilities. First, they must summarize their strengths and potential areas for growth (remember, this does not constitute a dejure admission of incompetence because the faculty member keeps the documents). Second, the teacher proposes a preliminary plan for growth. This plan should be based on the faculty member's analysis of their own particular needs. A presumption of the system is that this plan will become the goal of the coaching process. In fact, our feedback survey indicates that this is true in at least 75% of the cases. The fact that faculty have assumed responsibility for their own growth plans indicates a high degree of trust. Faculty will assume responsibility only if they believe they are not doing the coach's job. When the plan comes out of their mouth its implementation is their job. It is the teacher's goal and they commit to it.

Part Two of the self-assessment is brought to a Preliminary Conferences which is the first formal meeting of the teacher and coach in coaching. The basic task to be completed in this conference is to create a community of purpose between coach and team member. The participants are to create a common goal that both will commit to. Initially, the common focus may be on protecting yourself against the other (wagon circling). They must create a "we" feeling by developing a mutually agreeable positive goal. The coach creates this team feeling through:

1. active listening,
2. open-ended questions,
3. joint responsibilities, and
4. task focused discussion.

The essential tasks of the Preliminary Conference are, therefore, to:

1. try to reach mutual agreement on what coaching is;
2. develop a plan for growth; and
3. plan for the classroom observation.

If the instructor abdicates his or her responsibility in coaching (does not do an adequate self-assessment), then much of this can be postponed until the Summary Conference.

The Observation is the fairly standard, one-hour classroom visit. We expect that the coach will focus on one or two areas identified during the Preliminary Conference. The coach's observation may be supplemented by peer observation. This occurs in only about 10% of the cases. After the observation, the coach does his or her coaching analysis and completes the coaching instrument, and the faculty member is expected to review his or her Self-Assessment.

Within ten days of the observation, the participants are required to have a Summary Conference. Their essential task at this meeting is to mutually agree on a growth plan for the faculty member. The Summary Conference is a private meeting in which the coach provides additional information to the instructor (another perspective based on the observation and coaching analysis), and there is a collegial search for alternative behaviors to achieve the mutually agreed upon goal. They try to create a contract with a clear, concrete and specific goal (not necessarily a measurable goal). By creating a common goal, in which both parties give consideration, they enhance teamwork. Trust is also enhanced through specifying actions each will take and the resources each will commit toward achieving the goal. This process of reaching mutual agreement increases the understanding and acceptance of the goal. In turn, the goal becomes a source of internal motivation for the instructor.

In the event the participants are unable to reach agreement, peer mediation is available. The coach and the instructor select a mediator from a panel of volunteers in the classic mediation manner. If they are still unable to reach agreement with the assistance of the mediator, then there is a change of coaches. If the failure to reach agreement occurs a second time, then the faculty member shifts to Track Two where there is no option for mediation.

Assuming that the coach and faculty member are able to reach agreement on a growth plan (and they nearly always are), then each signs the Coaching Instrument containing the growth plan and a Verification Form. The Verification Form is used to simply document that coaching has taken place. The instructor keeps the original copy of the Coaching Instrument and provides a copy to the coach. Each receives a copy of the Verification Form. Another copy of this form is sent to the Dean of the appropriate division and the original is sent to Personnel which uses these forms to prepare reports for the Executive Dean and the District Board. Also, upon receiving the Verification Form, Personnel sends a Feedback Survey to each instructor. This survey provides information for the Faculty Coaching Committee so that the committee can continually refine and improve the coaching system.

During years two and three of the Track One coaching cycle, the coach and faculty member are required to have only one formal meeting each year. These Growth Plan Conferences are, however, central to the process since coaching is viewed as an on-going process (circular rather than linear). At this conference the coach provides feedback on the practice of new behaviors by the instructor. The coach is to recognize even the smallest achievements and gradually build on success through the growth plan. Coaches are encouraged to use the Growth Plan Conferences to focus on success and solutions, not problems. Finally, these conferences are opportunities to modify growth plans or develop new ones.

Track Two is part of a decision-making process concerning an instructor's employment. It is a one-year cycle that is more intensive than Track One due to the necessity for making an immediate employment decision. The documents in this track contain a rating scale. The purpose of the scale is primarily to assist in evaluating, but the scale also assists the participants in more readily reaching agreement concerning their mutual expectations. Track Two also differs from Track One in that the documents go to the Personnel Department via the Dean of the appropriate division. This routing is to insure the quality of coaching/evaluation. Finally in Track Two, coaching may become summative evaluation if that proves necessary.

The self-assessment is the same as in Track One except that the document has a rating scale. Also, there is an element of self-incrimination present in this track. However, our experience indicates that this may not be a significant problem. The Preliminary Conference is the same as in Track One. The observation is also the same except that peer observation is not a formal component of the system since it may involve a fellow union member in an employment decision. The Growth Plan conference differs substantially from the conference of the same name in Track One. In effect this conference is both a summary conference and a preliminary

conference. During this meeting the participants are expected to reach mutual agreement on their experiences to this point in the cycle and develop a growth plan for the future. The growth plan should also include a plan for the second observation of the year. The second observation is the same as the first except that it is more clearly defined via the growth plan.

The Summary Conference in Track Two may differ significantly from the Summary Conference in Track One. At the beginning of the Conference the coach is required to inform the instructor of their overall performance rating. If this rating is satisfactory, then the process is essentially the same as in Track One. However, if the overall rating is unsatisfactory, then the process becomes adversarial. The coach may be required to fulfill certain contractual obligations. The instructor is given the opportunity to postpone the conference so that a union representative may be present. If the instructor elects this course of action, then the coach may request that an administrative representative also be present when the conference resumes. During the conference the participants develop an Action Plan rather than a Growth Plan. The Action Plan is more specific and immediate in terms of time and actions to be taken than a Growth Plan. After the documents are completed, they are all placed in the instructor's file in the Personnel Department with copies to the participants.

We believe the MATC Faculty Coaching System works for four basic reasons.

1. It has a clearly stated and commonly understood goal (i.e., the improvement of instruction).

2. The system creates a team (a community of purpose) around this goal by:

    a. presuming that both the coach and the instructor learn through the coaching process;
    b. defining roles for both participants that require active listening to succeed;
    c. rewarding the use of collaborative approaches to solving real problems and achieving goals;
    d. creating a positive, forward-looking culture for teambuiding; rather than a defensive (circle the wagons) culture;
    e. fulfilling faculty expectations of participation.

3. The system is consistent with the basic principles of adult learning.

   a. The faculty member is an active participant, not a passive observer.
   b. Feedback is in the form of information, not evaluation.
   c. The system uses the experience and knowledge that instructors, as adults, bring to the situation.
   d. The system reduces the fear that can block learning.

4. The MATC Faculty Coaching System fits the norms and traditions of our organization.

Coaching, of course, also has its limitations. Listed below are some of the concerns facing the organization concerning the coaching system.

1. Participants with years of experience and training in a summative evaluation system seem to have a difficult time adjusting to coaching. Faculty may create a self-fulfilling prophecy by treating coaching as though it is the old evaluation system with a new name and not doing the self-assessment. Some coaches continue to confuse the tools of administration with administration. In coaching, they emphasize power and authority and, as a result get defensiveness. They need to learn to emphasize responsibility for achieving goals and, as a result, obtaining cooperation and growth. The solution for these problems appears to be a significant increase in training.

2. Coaching requires a large number of resources to support the system. MATC has adequate resources, but (at present) lacks a mechanism for connecting faculty and coaches with the resources. For the faculty and coaches to adequately plan and implement a growth plan, they need to know not only what needs to be done but also what resources exist within the institution for accomplishing the plan. We are in the process of establishing an Instructional Resource Center within the library as a partial solution to this concern. Other steps being taken to assist the participants in coaching include:

   1. The data generated within the coaching system is being computerized to provide systematic input into the planning of the Office of Career Planning and Staff Development.
   2. MATC is participating in the American

Federation of Teachers' Education and Research Dissemination Program.

3. Some instructor problems are so severe they require immediate solutions and more time, resources, or expertise than a coach can be reasonably expected to give them, MATC is establishing an Employee Assistance Program as a method for resolving problems of this type.

4. There are few concrete rewards for the faculty members who achieve their professional growth plans. Their major reward is from the students in the classroom. In a unionized environment this problem is difficult to overcome.

COACH

matc

MILWAUKEE AREA TECHNICAL COLLEGE

Faculty Coaching System

GUIDEBOOK

1987

TABLE OF CONTENTS

	Page
Introduction.	1
Coaching Guidelines	2
Track I - Procedure Summary.	9
Track I - Coaching Self-Assessment	10
Track I - Faculty Coaching Instrument.	13
Track I - Verification (Growth Plan Conference). . . .	18
Track II - Procedure Summary.	19
Track II - Faculty Rating Self-Assessment	20
Track II - Faculty Rating Instrument.	23
Track II - Action Plan.	30
Coaching Verification (Track I or Track II)	31
Faculty Coaching System Procedures.	32
Acknowledgements.	43
Glossary.	46
Appendix A - Faculty Evaluation System.	48
Appendix B - Coaching Cycle	50
Appendix C - Faculty Coaching Committee	52

(9/87-5/88)

INTRODUCTION

The purpose of the Faculty Coaching System at Milwaukee Area Technical College is the improvement of instruction primarily through professional growth. This goal is based on the shared belief of the faculty and administration that the quality of instruction is central to the accomplishment of the District's mission.

The Faculty Coaching System was developed through the cooperative efforts of the faculty and administration of MATC (see acknowledgments). The system is based on a continuation of this spirit of cooperation between a coach and an instructor. To promote this spirit and achieve the goal of the system, the system relies on the concept of coaching.

Coaching is an active learning/teaching process focused on the growth and development of every instructor's knowledge, skill and talent. Because the process is focused on growth in the future, it presumes not only the continued employment of the instructor but also a mutual self-interest of coach and instructor in development. Instructor success provides the bases for the teamwork that is essential for coaching.

Teamwork is essential for successful coaching because the system views growth and development as an adult learning process. Therefore, it requires the active involvement of the instructor in the learning process. This involvement is accomplished via the central role the instructor plays in determining the objective(s) and plan for growth. By participating, the instructor promotes both a more effective growth and development plan, and the necessary collegial environment of coaching. The commitment to the coaching concept makes growth and development the primary focus of the system.

Because growth or development is the focus, the coach's role is that of advisor or facilitator. Coaching is a mutual undertaking where the growth of both participants is fostered. With this coaching system Milwaukee Area Technical College more effectively accomplishes its mission and serves the people within the District by responding to the changing educational environment.

COACHING GUIDELINES

I. STUDENT CONTACT:

1. Instructor maintains effective time management.

   a. Instructor uses time to facilitate learning.

      (1) Starts class on time; ends on time.
      (2) Limits class time to assigned activities.
      (3) Limits break to authorized time.

2. Instructor communicates lesson objectives

   a. Statement of clear, specific lesson objectives related to course goals.

   b. Summary of lesson objectives at the end of the session.

3. Instructor presents material effectively.

   a. Clear, concise presentation of material related to the lesson objectives.

      (1) Integrates new information with old.
      (2) Responds to student verbal and non-verbal cues.
      (3) Uses concrete and relevant examples.
      (4) Presents materials in a logical and organized manner.
      (5) Makes use of transitions between topics.
      (6) Uses appropriate subject vocabulary.
      (7) Provides opportunities for students to obtain clarification.
      (8) Takes advantage of the teachable moment.
      (9) Answers questions respectfully.

   b. Demonstration of subject competencies through communication, demonstration, modeling, or simulation.

   c. Demonstration of intense interest in the subject and communication of this interest to students.

4. Instructor organizes classroom, shop, lab.

   a. Instructor arranges classroom as appropriate for accomplishing daily lesson objectives.

   b. Instructor assembles materials, tools, equipment, and supplies for instructional purposes.

   c. Instructor returns classroom/lab/shop to appropriate condition upon completion of class.

5. Instructor sustains a learning atmosphere.

   a. Instructor establishes an atmosphere in the shop, lab, or classroom that focuses on accomplishing course objectives and stimulates students' best efforts as evidenced by:

      (1) Consistent encouragement of high standards of work.
      (2) Encouragement of student participation.
      (3) Reinforcement of safety precautions and use of safety and protective equipment.
      (4) Safe and legal utilization of equipment.

   b. Demonstrates good listening skills.

   c. Instructor is respectful of <u>all</u> students.

      (1) Answers questions respectfully.

6. Instructor responds to student needs outside the classroom, lab, shop by tutoring, and academically advising as evidenced by:

   a. Assisting students with identifying their educational and career needs.

   b. Providing academic advising and/or referring students to student tutoring services and/or Student Services.

   c. Available for tutoring.

   d. Maintaining posted office hours to meet student needs.

   e. Advising students on course selection for their programs.

   f. Referring students to prospective employers.

II. PREPARATION FOR STUDENT CONTACT:

1. Instructor gives to each student in the first week of instruction a syllabus organized to meet departmental specifications and policy, and to follow the District course outline.

   a. Instructor's Name
   b. Office location and number
   c. Office telephone number
   d. Class meetings: dates and times
   e. Posted office hours
   f. Course prerequisites
   g. Required text(s)
   h. Required additional materials and tools
   i. Attendance policy
   j. Instructor's policy regarding late or missing work
   k. Grading procedures
   l. Chronology of course units, topics, and reading assignments; written work; and exam schedules
   m. Policies regarding withdrawal and incomplete work
   n. General course objectives as stated in the Course Outline
   o. Instructor's expectations of student behavior (as necessary for course completion).

2. Instructor prepares, orders, and maintains the materials, supplies, and equipment necessary to achieve course objectives as evidenced by the following:

   a. The equipment is functioning efficiently or repairs have been requested.

   b. Material and supplies have been requested.

   c. Classroom, shop, and lab security and safety are maintained.

3. Instructor varies instructional methods and resources to provide for differences in individual student needs. Methods might include:

   a. Lecture
   b. Discussion
   c. Small group instruction
   d. Projects/activities
   e. Individualized instruction
   f. Assessment of other professional projects/samples/ examples
   g. One-on-one instruction
   h. Handouts

   Resources might include:

   a. Video tapes
   b. Movies
   c. Overheads
   d. Blackboards
   e. Slides
   f. Guest lecturers
   g. Field trips

4. Instructor gives students assignments that are consistent with course objectives as evidenced by the following:

   a. The assignments are designed to satisfy specific course objectives.

   b. Directions for the assignments are clear.

   c. Assignments relate new material to previous learning.

   d. Assignments that accomplish course objectives are graded uniformly and returned.

III. RELATED INSTRUCTION:

1. Instructor uses evaluation to measure the degree to which the students have achieved the course objectives.

   a. Evaluations are made by both formal and informal methods.

   b. Evaluations are graded and returned on a timely basis.

2. Instructor uses formal and informal methods to obtain feedback from students and/or peers for improving instruction; as evidenced by:

   a. The instructor's use of formal/informal student course evaluations when deemed appropriate by him/her.

   b. The instructor's use of occupational consultation/ advice for instructional content and/or resources as deemed appropriate by him/her.

   c. The instructor listens to student complaints and responds as deemed appropriate by him/her.

3. Instructor maintains and submits instructional records on a timely basis.

   a. Attendance
   b. Student drop/transfer forms
   c. Instructor's withdrawal and reinstatment slips
   d. Unsatisfactory progress reports
   e. Interim and final grades
   f. Reports of job placement to Placement Center
   g. Accident reports

IV. PROFESSIONAL ACTIVITIES, GROWTH AND DEVELOPMENT:

1. Instructor engages in professional activities to maintain and enhance the ability to provide quality instruction as evidenced by:

   a. Maintenance of satisfactory certification status.

   b. Participation in some of the following reflects extra contributions to professional activities:

      (1) Attends conventions, meetings, workshops, and conferences.
      (2) Completes MATC in-service and professional development classes and/or work at other institutions of higher learning.
      (3) Publishes articles or gives speeches on professional topics.
      (4) Serves as an officer or member of a professional organization.
      (5) Achieves advanced proficiency/degree/certification.
      (6) Work experience, and other activities.

2. Instructor interacts professionally with the following personnel as necessary to achieve the objectives of the instructor's assignment.

   a. Students

   b. Colleagues

   c. Administrators

   d. Support personnel

   e. Advisory committee members

   f. Clinical personnel, industry, or outreach

3. Instructor participates in college activities as evidenced by:

   a. Attendance at department meetings, committee meetings, and other activities.

   b. Assistance in the selection of textbooks, supplies, and equipment for the deparment.

   c. Response to department or advisory recommendations.

   d. Participation in prepartion and revision of course outlines and summary sheets.

   e. MATC representation in business, professional, and educational organizations.

V. Other Divisonal Needs* OR As mutually agreed to by the individual coach and instructor.

*Descriptions to be developed by a committee composed of half administrative personnel and half faculty.

SUMMARY

Track I - Procedure

Preliminary Conference:

1. Instructor completes Self-Assessment and brings final page to the Conference.
2. Discuss matters related to instruction and growth.
3. Agree on objective(s) of preliminary plan for growth (if possible).
4. Agree on peer observation (if any), dates for observation and Summary Conference.

Observation:

1. Date and time agreed upon in advance.
2. Minimum of one class period.
3. Coach completes Student Contact portion of MATC Faculty Coaching Instrument.
4. Instructor reviews Self-Assessment.

Summary Conference:

1. Discuss observation and coach's comments on Coaching Instrument.
2. Agree on growth objective(s).
3. Agree on Joint Growth Plan (if necessary).
4. Set dates for follow-up conference (if necessary).
5. If unable to reach agreement, go to Peer Mediation.
6. Sign and date Joint Growth Plan and Coaching System Verification.

Growth Plan Conferences: (Second and Third years)

1. Review progress on Joint Growth Plan.
2. Discuss instructional issues and matters related to instruction.
3. Modify plan or initiate new Joint Growth Plan.
4. Sign and date Conference Verification.

Track I

COACHING SELF-ASSESSMENT

Directions: Use the resources specified in the Procedures section of the Guidebook when preparing to respond to the following questions regarding your teaching. Consider the questions in each category and place your responses in the second column, keeping them brief and specific.

When you have responded to the items, then complete the final page, indicating the areas you feel strong in and the area(s) for growth. Finally, decide on a preliminary plan for growth you would like to follow which will meet your needs. Take the final page with you to your Preliminary Conference.

QUESTIONS	RESPONSES
I. STUDENT CONTACT	
1. How do I use my class time?	
2. How do I communicate lesson objectives?	
3. & 4. How do I organize and present material?	
5a. How do I sustain a learning atmosphere?	
b. What are my listening habits?	
c. Am I respectful of all students?	
d. Do I answer all questions respectfully?	
6.a. Do I advise and/or refer students?	
b. Do I tutor students?	

QUESTIONS	RESPONSES
II. PREPARATION FOR STUDENT CONTACT 1. Do I prepare syllabi and materials? 2. Do I order and/or maintain machinery and equipment? 3. How do I vary instructional methods? 4. Are my assignments consistent with course objectives?	
III. RELATED INSTRUCTION 1. Do I evaluate student progress? 2. Do I obtain feedback for improving instruction? 3. Do I maintain and submit records on a timely basis?	
IV. ACTIVITIES, GROWTH AND DEVELOPMENT 1. Do I continue to grow professionally? 2. Do I consult with supervisors, peers, occupational specialists to improve performance? 3.a. Have I participated in department and staff meetings? b. How do I represent MATC to the community?	
V. OTHER (Divisional needs or skills not addressed here, but of concern to you.)	
VI. SUMMARY COMMENTS	

DATE: _____ NAME: _____

TRACK I
COACHING SELF-ASSESSMENT

Directions: Now that you have completed the previous two pages, designate areas which you feel you are strong in and areas(s) for growth.

Areas of Strength	Area(s) for Growth

PRELIMINARY PLAN FOR GROWTH

GROWTH OBJECTIVE(S):

PLAN:

TRACK I

MATC FACULTY COACHING INSTRUMENT

Directions: The coach and the instructor should fill in appropriate comments in their respective columns. The descriptors found in the Coaching Guidelines might be used as a guide for comments. The observation comments must be completed while the observation is taking place or immediately thereafter.

The Joint Growth Plan form should be jointly developed and mutually agreed to. After the plan has been developed, it is signed and dated by the instructor and coach. This form is retained by the instructor with a copy for the coach.

Coaching Guidelines	COACH	INSTRUCTOR
I. STUDENT CONTACT		
1. Instructor maintains effective time management.		
2. Instructor communicates lesson objectives.		
3. Instructor presents material effectively.		
4. Instructor organizes the classroom/lab/shop		
5a. Instructor sustains a learning atmosphere.		
b. Instructor demonstrates good listening skills.		

Coaching Guidelines	COACH	INSTRUCTOR
c. Instructor is respectful of <u>all</u> students.		
d. Instructor answers questions respectfully.		
6a. Instructor advises and/or refers students.		
b. Instructor tutors students.		
II. PREPARATION FOR STUDENT CONTACT		
1. Instructor gives each student a syllabus.		
2. Instructor orders and maintains materials and equipment.		
3. Instructor varies instructional methods.		
4. Instructor's assignments are consistent with course objectives.		

Coaching Guidelines	COACH	INSTRUCTOR
III. RELATED INSTRUCTION		
1. Instructor uses evaluations to measure student achievement of course objectives.		
2. Instructor obtains feedback from students and/or peers.		
3. Instructor maintains and submits records on a timely basis.		
IV. GROWTH AND DEVELOPMENT		
1. Instructor engages in professional activities.		
2. Instructor interacts professionally with other personnel.		
3a. Instructor participates in college activities.		
b. Instructor represents MATC to the community.		
V. OTHER (Divisional needs or as mutually agreed to by coach and instructor)		

Coaching Guidelines	COACH	INSTRUCTOR
VI. SUMMARY COMMENTS		

Coach

Areas of Strength	Area(s) for Growth

Instructor

Areas of Strength	Area(s) for Growth

TRACK I

Joint Growth Plan

Growth Objectives:

Plan: (actions to be taken and resources to be committed)

Coach	Date	Date	Instructor

Follow-up Conference Date: _____

COACH: _____ DATE: _____

INSTRUCTOR: _____ DATE: _____

(I, _____, give my permission that this Growth Plan may be shown to _____ as is necessary to implement the plan.)

Milwaukee Area Technical College

Faculty Coaching System

VERIFICATION

Growth Plan Conference - Track One

Directions: When the Growth Plan Conference has been completed, the instructor and coach are to sign and date this form, and forward as indicated below.

GROWTH PLAN CONFERENCE DATE: _____

COACH: _____ DATE: _____

INSTRUCTOR: _____ DATE: _____

Copies to:
White - Manager of Career Planning and Staff Development
Canary - Coach/Evaluator
Pink - Instructor

SUMMARY

Track II - Procedure

Preliminary Conference:

1. Instructor completes Self-Assessment and brings final page to the Conference.
2. Discuss matters related to instruction and growth.
3. Agree on Objective(s) of preliminary plan for growth (if possible).
4. Agree on dates for Observation and Summary Conference.

Observation:

1. Date and time agreed upon in advance.
2. Minimum of one class period.
3. Coach/Evaluator completes Student Contact portion of MATC Faculty Coaching Instrument.
4. Instructor reviews Self-Assessment.

Growth Plan Conference:

1. Discuss observation and coach/evaluator's comments on Rating Instrument.
2. Agree on growth objective(s).
3. Agree on Joint Growth Plan.
4. Determine focus for observation (if possible).
5. Sign and date Rating Instrument and Joint Growth Plan.
6. Forward documents to Dean for review.

Observation:

(see above)

Summary Conference:

1. Coach/Evaluator informs instructor of satisfactory or unsatisfactory rating.
2. Discuss observation, rating and comments.
3. Complete related instructional points on the coaching instrument.
4. If performance rating is satisfactory, then review and modify growth plan.
5. If performance rating is unsatisfactory, then:
   a. review requirements of Local 212 contract
   b. complete action plan.
6. Set dates for follow-up conference (if necessary).
7. Sign and date Faculty Rating Instrument and Coaching System Verification (Track Two).
8. Forward Faculty Rating Instrument and Growth or Action Plan to Dean for review.
9. Faculty Rating Instrument and Growth or Action Plan placed in instructor's personnel file.

TRACK II

MATC FACULTY RATING SELF-ASSESSMENT

Directions: Use the resources specified in the Procedures section of the Faculty Coaching Guidebook when preparing to respond to the following questions regarding your teaching. Consider the questions in each category; rate your performance according to the scale below, and place your responses in the second column, keeping them brief and specific.

When you have responded to the items, then complete the final page, indicating the areas you feel strong in and the area(s) for growth. Finally, decide on a preliminary plan for growth you would like to follow which will meet your needs. Take the final page with you to the Preliminary Conference.

SCALE 1=Excellent 3=Needs Slight Improvement
2=Satisfactory 4=Needs Significant Improvement

QUESTIONS	1 2 3 4 RESPONSES
I. STUDENT CONTACT	
1. How do I use my class time?	1 2 3 4
2. How do I communicate lesson objectives?	1 2 3 4
3.&4. How do I organize and present material?	1 2 3 4
5a. How do I sustain a learning atmosphere?	1 2 3 4
b. What are my listening habits?	1 2 3 4
c. Am I respectful of <u>all</u> students?	1 2 3 4
d. Do I answer all questions respectfully?	1 2 3 4
6.a. Do I advise and/or refer students?	1 2 3 4
b. Do I tutor students?	1 2 3 4

QUESTIONS	1 2 3 4 RESPONSES
II. PREPARATION FOR STUDENT CONTACT	
1. Do I prepare syllabi and materials?	1 2 3 4
2. Do I order and/or maintain machinery and equipment?	1 2 3 4
3. How do I vary instructional methods?	1 2 3 4
4. Are my assignments consistent with course objectives?	1 2 3 4
III. RELATED INSTRUCTION	
1. Do I evaluate student progress?	1 2 3 4
2. Do I obtain feedback for improving instruction?	1 2 3 4
3. Do I maintain and submit records on a timely basis?	1 2 3 4
IV. ACTIVITIES, GROWTH AND DEVELOPMENT	
1. Do I continue to grow professionally?	1 2 3 4
2. Do I consult with supervisors, peers, occupational specialists to improve performance?	1 2 3 4
3.a. Have I participated in department and staff meetings?	1 2 3 4
b. How do I represent MATC to the community?	1 2 3 4
V. OTHER (Divisional needs or skills not addressed here, but of concern to you.)	
VI. SUMMARY COMMENTS	

DATE: _____ NAME: _____

TRACK II
FACULTY RATING SELF-ASSESSMENT

Directions: Now that you have completed the previous two pages, designate areas which you feel you are strong in and area(s) for growth.

Areas of Strength	Area(s) for Growth

PRELIMINARY PLAN FOR GROWTH

GROWTH OBJECTIVE(S):

PLAN:

TRACK II

MATC FACULTY RATING INSTRUMENT

Directions: The coach/evaluator rates the instructor according to the scale below.The coach/evaluator and the instructor should fill in appropriate comments in their respective columns. The descriptors found in the Coaching Guidelines might be used as a guide for comments. When the comments have been reviewed by both parties, the final page should be signed and dated.

The Joint Growth Plan or Action Plan should be jointly developed and mutually agreed to. When the plan has been developed, it is signed and dated by the participants.

Copies of both the Rating Instrument and Joint Growth or Action Plan should be retained by the instructor and coach/evaluator. The originals of all documents are to be sent to the appropriate Dean for review. The Dean will forward the documents to Personnel for placement in the instructor's file.

SCALE 1 = Excellent 3 = Needs slight improvement
2 = Satisfactory 4 = Needs significant improvement

Coaching Guidelines	1 2 3 4	COACH	INSTRUCTOR
I. STUDENT CONTACT			
1. Instructor maintains effective time management.	1 2 3 4		
2. Instructor communicates lesson objectives.	1 2 3 4		
3. Instructor presents material effectively.	1 2 3 4		
4. Instructor organizes the classroom/lab/shop	1 2 3 4		

Coaching Guidelines	1 2 3 4	COACH	INSTRUCTOR
5a. Instructor sustains a learning atmosphere.	1 2 3 4		
b. Instructor demonstrates good listening skills.	1 2 3 4		
c. Instructor is respectful of all students.	1 2 3 4		
d. Instructor answers questions respectfully.	1 2 3 4		
6a. Instructor advises and/or refers students.	1 2 3 4		
b. Instructor tutors students.	1 2 3 4		

Coaching Guidelines	1 2 3 4	COACH	INSTRUCTOR
II. PREPARATION FOR STUDENT CONTACT			
1. Instructor gives each student a syllabus.	1 2 3 4		
2. Instructor orders and maintains materials and equipment.	1 2 3 4		
3. Instructor varies instructional methods.	1 2 3 4		
4. Instructor's assignments are consistent with course objectives.	1 2 3 4		

Coaching Guidelines	1 2 3 4	COACH	INSTRUCTOR
III. RELATED INSTRUCTION			
1. Instructor uses evaluations to measure student achievement of course objectives.	1 2 3 4		
2. Instructor obtains feedback from students and/or peers.	1 2 3 4		
3. Instructor maintains and submits records on a timely basis.	1 2 3 4		
IV. GROWTH AND DEVELOPMENT			
1. Instructor engages in professional activities.	1 2 3 4		
2. Instructor interacts professionally with other personnel.	1 2 3 4		
3a. Instructor participates in college activities.	1 2 3 4		
b. Instructor represents MATC to the community.	1 2 3 4		

Coaching Guidelines	1 2 3 4	COACH	INSTRUCTOR
V. OTHER (Divisional needs or as mutually agreed to by coach and instructor)	1 2 3 4		

Coach		Instructor	
Areas of Strength	Area(s) for Growth	Areas of Strength	Area(s) for Growth

Coaching Guidelines	1 2 3 4	COACH	INSTRUCTOR
VI. SUMMARY COMMENTS	1 2 3 4		

PERFORMANCE RATING:

Based on the coaching or evaluation process, this instructor's performance has been found to be _____,(coach/evaluator indicates satisfactory or unsatisfactory).

If the instructor's performance was found satisfactory the Growth Plan shall be completed (if the instructor is tenured, they should return to Track One).

If the instructor's performance was found unsatisfactory the Action Plan shall be completed.

COACH/EVALUATOR:_____ DATE:_____

INSTRUCTOR:_____ DATE:_____

(Signatures confirm only that each party has participated in coaching or evaluation. It does not affirm that all parts of the coaching/evaluation cycle are agreeable to both or to either party.)

Track II

Joint Growth Plan

Growth Objective(s):

Plan: (actions to be taken and resources to be committed)

Coach	Date	Date	Instructor

Follow-up Conference Date: _____

COACH/EVALUATOR: _____

INSTRUCTOR: _____

(Signatures confirm only that each party has participated in coaching or evaluation. It does not affirm that all parts of the coaching/evaluation cycle are agreeable to both or to either party.)

TRACK II

ACTION PLAN

I. The following improvement(s) are needed.

II. Action Plan: The following strategies and resources should be used to achieve the needed improvement(s).

III. Verification: Specify how the improvement(s) will be measured, and the time-frame required for the improvement(s). Also agree on dates and purposes for follow-up conferences.

COACH/EVALUATOR: _____ DATE: _____

INSTRUCTOR: _____ DATE: _____

(Signatures confirm only that each party has participated in coaching or evaluation. It does not affirm that all parts of the coaching/evaluation cycle are agreeable to both or to either party.)

Milwaukee Area Technical College

Faculty Coaching System

COACHING VERIFICATION

Directions: Circle the appropriate track for this coaching/evaluation cycle.

TRACK I TRACK II

As each step in the coaching process is completed, the date of that step should be entered. After the observation, the course number of the class observed also should be entered. When the Summary Conference has been completed, the instructor and coach/evaluator are to sign and date this form. This verification statement certifies that these components of the coaching system have been completed.

PRELIMINARY CONFERENCE DATE:_____

OBSERVATION DATE:_____
Course No. _____-_____
Dept - Course

GROWTH PLAN CONFERENCE DATE:_____
(Track Two Only)

OBSERVATION DATE:_____
Course No._____-_____
(Track Two Only) *Dept-Course*

SUMMARY CONFERENCE DATE:_____

COACH: _____ DATE:_____

INSTRUCTOR:_____ DATE:_____

(Signatures confirm only that each party has participated in coaching/evaluation. They do not affirm that all parts of the coaching/evaluation cycle are agreeable to both or to either party.)

Copies To:
White - Manager of Career Planning and Staff Development
Canary - Coach/Evaluator
Pink - Instructor

FACULTY COACHING SYSTEM PROCEDURES

The Faculty Evaluation System involves the eventual regular coaching of all faculty within the MATC District. The fundamental purpose of this system is the improvement of instruction primarily through professional growth. The system is divided into two parts ((Tracks I and II) (Appendix A)). The purpose of this division is to clearly separate the objective of growth and development from the issue of any employment decisions in the coaching system.

TRACK ONE

Track one (I) is strictly coaching. All tenured teachers begin in Track One. The coach may be a Dean, Regional Administrator, Associate Dean or Instructional Chairperson. All instructors in Track I are to complete one coaching every three years. The coaching cycle is outlined below and in Appendix B. It is important to note that the cycle specified is considered the minimum necessary. In some situations, particularly with the second coach in Track I, more frequent observations and conferences may be required. It should be noted, however, that coaching is an on-going process.

SELF ASSESSMENT

Track One begins with the Coaching Self-Assessment. In fact, if the Self-Assessment is conscientiously done, the entire coaching process flows from it easily and in a straight-foward manner. The instructor completes the descriptive portion of the self-assessment, (pages 1 and 2) and then removes it from the document. Thus, this portion is totally private. Instructors may choose to share this description with their coach, but their not doing so has no negative implications. The instructor then completes the assessment and preliminary plan for growth on the final page of the Self-Assessment and brings this page to the Preliminary Conference. The fundamental purpose of the preliminary plan for growth is to serve as a starting point for discussions. It is strongly recommended that instructors use the following resources when completing the Self-Assessment:

1. Descriptors contained in the Coaching Guidelines section of this Guidebook.
2. Survey of Student Opinion of Instruction (there is no obligation to share the results of the student survey with the coach.)
3. Office of Career Planning and Staff Development. Advisory Committees.
4. Recommendations and other information from Advisory Committees.
5. Any information available from agencies, clinics or other organizations that have knowledge of their professional activities.

6. Information available from the proposed MATC Instructional Resource Center, WFT Educational Research and Dissemination Program or other resource

It is the coach's responsibility to assist the instructor in the self-assessment process by providing necessary information and resources. Coaches should also prepare for the Preliminary Conference by reviewing past coaching cycles and other information in their possession.

PRELIMINARY CONFERENCE

The fundamental purpose of the Preliminary Conference is to determine the focus of the activities for a coaching cycle. This ordinarily would be based on the Preliminary Plan for for Growth presented to the coach at this Conference by the instructor. It is recommended that instructor propose the objective(s) and growth plan for the coaching cycle, but they are not required to do so. The coach may also suggest the objective(s) and methods for accomplishing them. The parties may agree to postpone formulating objectives until the Summary Conference. In all cases, the Preliminary Conference should be a face-to-face meeting between the coach and an individual instructor. At the Preliminary Conference, the coach and the instructor should do the following:

1. develop common understandings of the coaching process
2. establish the objective(s) for the coaching cycle (if possible)
3. agree on the role of a peer observer, if any
4. discuss other matters related to instruction (for instance, descriptors contained in the Coaching Guidelines of this Guidebook) {This discussion may also occur during the Summary Conference.}

OBSERVATION

A coach's observation of instruction for a minimum of one class period is a significant requirement of the initial coaching cycle. Later cycles may substitute observation of related instructional activities for observation of instruction. At the discretion of the coach, the observation may extend to more than one period. In order to maintain and enhance the good-will necessary for the coaching system to work, observations for the purpose of coaching shall be announced ahead of time. Both parties can agree to other observation arrangements. The coach's observation may be supplemented but not supplanted by a peer observation, if this is agreeable to both parties. Peer observation may be useful when the peer has an expertise considered necessary for the objective(s) of the coaching cycle.

During and/or shortly after the observation, the coach should complete the MATC Faculty Coaching Instrument. The instructor should also review the descriptive portion of the Self-Assessment and enter comments concerning the observation.

SUMMARY CONFERENCE

The Summary Conference is the heart of the coaching process. It is a private, face-to-face meeting that should occur within two weeks of the observation. The fundamental purpose of the Conference is the development of a mutually agreeable Joint Growth Plan. The process is initiated by the coach reviewing his/her comments on the Coaching Instrument with the instructor. The instructor may respond immediately in writing on the document, simply attach pages one and two of their Self-Assessment or request a second Summary Conference to clarify and respond to the comments. The participants then agree on the objective(s) for the Joint Growth Plan. Instructors are encouraged to develop Joint Growth Plans which are accomplished through teamwork with their peers. In the event that no objective(s) for coaching was specified at the Preliminary Conference, the coach may suggest the objective(s) when discussing the Coaching Instrument. In the absence of alternative suggestions from the instructor, this objective becomes the focus of the Joint Growth Plan. The coach is also free to agree with the instructor that continued professional growth is sufficient and no formal growth plan is necessary.

The objective(s) of the plan should be specific, but not necessarily measurable. The Joint Growth Plan should specify the activities of both participants, the resources to be committed by each and the dates by which they will complete their mutual obligations. They should also establish dates for any follow-up conferences needed prior to the Growth Plan Conference. If the instructor and the coach are unable to agree on the objective(s) and/or activities, the issue should be referred to peer mediation.

The coach and instructor are required to sign and date the Joint Action Plan at the completion of the Summary Conference. Since coaching is an on-going process, the coach is expected to retain a copy of the Coaching Instrument and Joint Action Plan but the originals are kept by the instructor. The Coaching Verification form is also completed at the end of the Conference and routed as indicated on the document. When the Verification Statement is received in Personnel, a Faculty Feedback Survey will be sent to the instructor to elicit suggestions for the improvement of the Coaching System.

GROWTH PLAN CONFERENCES

This face-to-face meeting will occur at least once in both second and third years of the coaching cycle. The basic purpose of the conferences in Track I is to review progress on the Joint Growth Plan and to modify the Plan as necessary. The participants may also initiate new Joint Growth Plans at these conferences. It is further expected that the conferences will provide a formal opportunity for an on-going dialogue concerning instructional issues and matters related to instruction. At the completion of each conference the appropriate verification form should be dated, signed and copies fowarded as indicated. An important component of these conferences is the provision of feedback on the activities of the Joint Growth Plan and recognition of the instructor's achievements by the coach.

DOCUMENTATION

Under no circumstances are Track One documents to be maintained in the instructor's personnel file. These documents or oral testimony regarding Track One in class observations may not be used in adversarial proceedings affecting employment. The MATC Faculty Coaching Instrument should be a confidential document between a coach and an instructor. The coach's copy of the Instrument may be shown to others only when it is necessary to meet accreditation requirements. The Growth Plan may be shown to administors for the purpose of establishing the quality of coaching within the performance appraisal system for administration. However, the instructor's name must first be removed from the document. The Growth Plan may also be shown to division administrators as is necessary for its implementation if the instructor has agreed to this use of the Plan.

At the end of each semester, the Manager of Career Planning and Staff Development will prepare a report on the Faculty Coaching System for the Executive Dean. This report will be based on the verification statements received during the semester. The report will specify (at a minimum) the number of instructors coached in each instructional division. A copy of this report will also be provided to each member of the Faculty Coaching Standing Committee.

PEER MEDIATION

If an impasse arises between the coach and the instructor as to the objective(s) and activities of the coaching cycle, peer mediation will be used to resolve the impasse. The Dean of the Division will supply a list of five teachers who have agreed to act as mediators in such disputes. If possible, the five names should be rotated from a total list of volunteers. The coach and the instructor will alternatively remove names from the list until one remains. That person will be the mediator.
In the event mediation fails to resolve the dispute, the instructor will shift to another coach in Track I. If peer mediation fails with a second coach, then the instructor will shift to Track II.

(Procedural issues should be referred to the Faculty Coaching Standing Committee (Appendix C).)

TRACK SHIFT

No change from Track I or in Track I personnel is necessary as long as there is adequate professional growth. An instructor will always be given the opportunity to work with a second coach in Track I in the event the original coaching process is unsucessful. The second coach in Track I will make a determination as to the success or failure of coaching within one year. This determination will be based on a minimum coaching cycle Preliminary Conference, Observation, Summary Conference and Growth Plan Conference. If the process is deemed successful, the instructor will then be coached by their original coach in Track I. If coaching does not succeed, then a shift to Track II is initiated. The shift to Track II will occur only after two unsuccessful attempts at coaching in Track I. The decision to shift an instructor from Track I to Track II will be made by a Dean, Regional Administrator, or Associate Dean.

Track Two is fundamentally different from Track I in that Track II is a part of the decision-making process concerning the instructor's employment whereas Track I has no role in this process. Track Two is a combination of coaching and evaluation. All instructors within this track begin within the philosophy of coaching, and the fundamental purpose of the track is to shift the instructor to Track I with more frequent observation and coaching. However, if inadequate progress is made within this framework, then the process may become summative evaluation.

The coach/evaluator in Track Two will be either an Associate Dean, Dean or Regional Administrator. The instructors in Track II will be all non-tenured and limited-term instructors, and tenured instructors shifted from Track I. In Track Two, one complete coaching/evaluation cycle will be completed with each instructor in the track per school year (see Appendix B). Also, all originals of the MATC Faculty Rating Instrument are kept in the instructor's personnel file in Personnel and Human Relations with a copy to the instructor.

The process of changing tracks varies slightly depending upon whether the original coach is an Instructional Chairperson or an Associate Dean. In a situation where an Instructional Chairperson is the Track I coach and he or she decides that the coaching process has been unsuccessful, the instructor is to be referred to a Dean or Associate Dean for coaching in Track I. No documents may be transferred from the Instructional Chairperson to the Dean or Associate Dean when this change of coaches occurs. If the Dean or Associate Dean determines the Track I coaching is still unsuccessful, then he or she initiates a shift to Track II. The Dean or Assocciate Dean may then continue to coach the instructor within the Track II framework.

In a situation where an Associate Dean is the original Track I coach and he or she determines that the coaching process has been unsuccessful, the instructor is referred to the Dean or Dean's designee for coaching in Track I. No documents may be transferred from the original Associate Dean to the Dean or the designee when this change occurs. If the new coach determines that Track I coaching is still unsuccessful, then he or she initiates a shift to Track II. The original Track I coach may then become the coach/evaluator in Track II. If a shift from Track I to Track II is required, it is to be initiated in the following manner. The Associate Dean notifies the Dean of his or her recommendation. This notification is limited to the intent to shift the instructor from Track one to Track Two. The Dean notifies the instructor in writing of the change with a copy of the letter to Local 212. The instructor may then request a conference with the Associate Dean or Dean to discuss the situation. If the instructor desires, a representative of Local 212 may be present at this conference. No documents from Track One are to be shifted to Track II. The coach/evaluator in Track II is to begin afresh the coaching process. If the results of the new coaching process are satisfactory, then the instructor shifts back to Track I. This shift will occur when the instructor achieves a satisfactory performance rating during one coaching/evaluation cycle. The shift from Track Two to Track One is automatic in the event of the granting of tenure. If the outcome of the coaching process is unsatisfactory in Track II, then the process becomes summative evaluation with the possibility of another change in the coach/evaluator. It is assumed that the Deans will be actively involved in any Track Two process that gives evidence of becoming summative evaluation. Any change to summative evaluation should conform to the requirements of Article IX, Section 2 (paragraph 2) of the Local 212 contract.

TRACK TWO SELF-ASSESSMENT

Track Two begins with the Faculty Rating Self-Assessment. In fact, if the self-assessment is done conscientiously, the entire coaching/evaluation process flows from it easily and in a straight-forward manner. Instructors complete the descriptive portion of the self-assessment (pages 1 and 2) by rating themselves on the scale provided and with comments explaining their rating. The purpose of the scale in coaching/evaluation is to allow the instructor and coach/evaluator to more quickly clarify their mutual expectations. After the descriptive portion of the self-assessment is completed it is removed from the document. Thus, this portion is completely private. Instructors may choose to share this rating with the coach/evaluator, but their not doing so has no negative implications. The instructor then completes the assessment and preliminary plan for growth on the final page of the Self-Assessment, and brings this page to the Preliminary Conference. It is strongly recommended that instructors use the following resources when completing the Faculty Rating Self-Assessment.

1. Descriptors contained in the Coaching Guidelines section of this Guidebook
2. Survey of Student Opinion of Instruction (there is no obligation to share the results of the student evaluations with the coach/evaluator.)
3. Office of Career Planning and Staff Development
4. Recommendations and other information from Advisory Committees
5. When appropriate; any information available from agencies, clinics or other organizations that have knowledge of their instructional activities
6. Information available from the proposed MATC Instructional Resource Center, WFT Educational Research and Dissemination Program or other resources

It is the coach/evaluator's responsibility to assist the instructor in the self-assessment process by providing necessary information and resources. Coach/evaluators should also prepare for the Preliminary Conference by reviewing past coaching/evaluation cycles and other information in their possession.

PRELIMINARY CONFERENCE

The fundamental purpose of the Preliminary Conference is to determine the focus of the activities for a coaching/evaluation cycle. This ordinarily would be based on the Preliminary Plan for Growth presented to the coach/evaluator at this conference by the instructor. It is recommended that the instructor propose the objective(s) and growth plan for the coaching/evaluation cycle, but they are not required to do so. The coach/evaluator may also propose objectives and methods for accomplishing them. The parties may agree to postpone formulating objectives until the

Growth Plan Conference. Every effort should be made to reach agreement on the objective(s). However, if agreement is not possible then the objectives of the coach/evaluator will prevail. In all cases, the Preliminary Conferences should be a private, face-to-face meeting of a coach/evaluator and instructor. At the Preliminary Conference, the coach/evaluator and instructor should also do the following:

1. develop common understandings of the coaching/evaluation process
2. establish the objective(s) for the coaching/evaluation cycle (is possible)
3. establish the framework for the observation (day, time, etc.)
4. discuss other matters related to instruction (for instance, descriptors in the Coaching Guidelines) (This discussion may also occur during the Growth Plan and Summary Conferences.)

(The major difference in the Preliminary Conference between Tracks I and II is that peer mediation is not an option in Track II. This mechanism is not available since it involves a teacher in a potential employment decision concerning another teacher.)

OBSERVATION

A coach/evaluator's observation of instruction for a minimum of two class periods is a significant requirement of each coaching cycle. At the discretion of the coach/evaluator the observations may extend for more than one class period. Observation for the purpose of coaching or evaluation should be announced ahead of time. Both parties may agree to other observation arrangements. During or shortly after the observations, the coach/evaluator should rate the instructor on the scales in the MATC Faculty Rating Instrument. The coach/evaluator justifies these ratings with written comments. The instructor should also review the descriptive portion of the Self-Assessment and make comments concerning the observation.

(The coaching/evaluation observation differs from the Track One observation in two respects. One, the observation form contains a rating scale. Two, the option of peer observation is not available. Again, this is due to the fact that it involves an instructor in a potential employment decision concerning a fellow teacher.)

GROWTH PLAN CONFERENCE

This face-to-face meeting will occur at least once in the coaching cycle (preferably in the first semester). The basic purpose of the conference is to develop a Joint Growth Plan for the coaching cycle. The coach/evaluator reviews

his or her ratings and comments on the Rating Instrument with the instructor. The instructor may immediately respond in writing, simply attach pages one and two of their Self-Assessment and/or other comments, or request another conference to clarify and respond to the comments. If agreement on the objective(s) and activities of the Joint Growth Plan is not possible, then those of the coach/evaluator will prevail. The objective(s) of the Plan should be specific, but not necessarily measurable. The Joint Growth Plan should specify the activities of both participants, the resources to be committed by each and the dates by which they will accomplish their mutual obligations. The coach/evaluator and instructor should also, if possible, determine the focus for the second observation of the Track II coaching/evaluation cycle. The Rating Instrument and the Joint Growth Plan should be signed and dated by the participants. Copies of both are received by the coach/evaluator and instructor. The coach/evaluator forwards the original documents to the appropriate Dean for their review. The Dean, in turn, forwards the instruments to Personnel and Human Resources for placement in the instructor's personnel file.

SUMMARY CONFERENCE

The Summary Conference is a private, face-to-face meeting of the coach/evaluator and instructor that should occur within two weeks of the observation. At the beginning of the conference the coach/evaluator should inform the instructor whether the performance rating is satisfactory or unsatisfactory. The nature of the Summary Conference varies with this rating.

If the performance rating is satisfactory, then the process is similar to that of the Growth Plan Conference. The coach/evaluator reviews his/her ratings and comments on the Rating Instrument with the instructor. The participants then evaluate their progress on the Joint Growth Plan. They attempt to reach consensus on the events of the coaching/evaluation cycle. Whether or not consensus is achieved, the instructor may respond in writing on the Rating Instrument or attach written remarks to the document. Several meetings may be necessary for the participants to reach consensus on the events and achieve agreement on any necessary modifications to the Joint Growth Plan. An important component of this conference is recognition of the instructor's achievement by the coach/evaluator.

(Note: In the event of a unsatisfactory evaluation, the coach and the instructor should consult Article IX Section 2 of the Local 212 contract.)

If the performance rating is unsatisfactory, the coach/evaluator notifies the instructor that he or she has the right to postpone the Summary Conference until a union

representative is present. If the instructor elects to have such representation, the coach/evaluator may also choose to have a representation, the coach/evaluator may also choose to have a representative present. When the Summary Conference continues or resumes, the parties attempt to reach consensus on the events of the coaching/evaluation cycle to this point, and on an Action Plan. It is the coach/evaluator's responsibility to specify the performance areas needing improvement and strategies for achieving improvement. If the instructor and coach/evaluator can not agree on the Action Plan, then the instructor may use the normal collective bargaining dispute resolution channels. The objective(s) of the Action Plan should be specific but not necessarily measurable. The coach/evaluator and instructor specify the actions each will take to accomplish the objective(s) of the Action Plan. They should also establish a time table for their activities and dates for any follow-up conference(s). Follow-up conferences are a critical component of this process, and should occur regularly and at reasonably frequent intervals. An important component of all conferences is feedback on the activities of the Action Plan and the recognition of the instructor's achievements by the coach/evaluator.

DOCUMENTATION

At the completion of the Summary Conferences the coach/evaluator signs and dates the Rating Instrument and the Joint Growth Plan or Action Plan. Copies of both are received by the participants. The coach/evaluator then sends the original documents to the appropriate Dean for their review. The Dean, in turn, forwards the instruments to Personnel and Human Resources for placement in the instructor's personnel file. Note that at the completion of one Track II cycle there will be two Rating Instruments and two Joint Growth or Action Plans in the instructor's file. At the completion of the Summary Conference, the participants will also sign and date the Coaching Verification Statement and route as indicated on the document.

At the end of each semester, the Manager of Career Planning and Staff Development will prepare a report on the Faculty Coaching System for the Executive Dean. This report will be based on the verification statements received during the semester. The report will specify (at a minimum) the number of instructors coached in each instructional division. A copy of this report will also be provided to each member of the Faculty Coaching Standing Committee.

(There are two major differences between Tracks one and Two. First, the originals of all documents are placed in the instructor's personnel file, and the instructor receives only a copy. Second, peer mediation is again not available for the reasons stated previously.)

ACKNOWLEDGEMENTS

The talents and energy of a substantial portion of the faculty, staff and administration of Milwaukee Area Technical College were utilized in developing this Faculty Coaching System. Listed below are the members of the various committees who were instrumental in this process. While specifically acknowledging their contributions, it is also important to thank all others who through departmental meetings, Local 212 or other means offered suggestions for the improvement of the instruments and procedures of the Coaching System.

FACULTY EVALUATION COMMITTEE

Preston Baity
Richard Beyerl
Richard Borowski
Gail Cash
Anne Channell
Dorothy Jones
Mary Eiche
Millie Gau
Louis Hefle
Ed Heidenreich**
Pat Holy
Phyllis Jelich
Peter Jushka
Marian McEvilly
Jim Nault
Corey Odom
Glenn Petrick
Hannah Pickett
Dennis Redovich
Frank Samuels
Bev Simone
Ryan Smith
James Surges
Robert Thomas
Paul Vance**
Jim Walsh*
Robert Way

STANDARDS SUBCOMMITTEE

Richard Beyerl
Richard Borowski
Mary Eiche
Phyllis Jelich
Dorothy Jones
Larry Lamont
Warren Miller
Corey Odom
Glenn Petrick*
Hannah Pickett
Audrey Stockey
Robert Thomas
Bob Way

COACHING SUBCOMMITTEE

Jay Blazek
Mel Buck
Gail Cash
Anne Channell
Louis Hefle
Maxinne Mann
Hannah Pickett*
Larry Riley
James Surges

SUPPLEMENTARY EVALUATION SUBCOMMITTEE

Marcia Arndt
Martha Bergland
Virginia Chybowski
Mary Fehrer-Williams
Carol Holley
John Jansky
Tom Kapusta
George Krall
Lou Maris
Ken Robinson
Ryan Smith*
John Walsh

*Chair
**Ex-officio

SELF-EVALUATION SUBCOMMITTEE

Jennifer Dittman
Mary Fehrer-Williams*
Mary Jante
Peggy Poplin
Carol Ruiz-Ebert

OPERATIONS SUBCOMMITTEE

Preston Baity
Millie Gau
Pay Holy
Peter Jushka
Mildred Lozier
Yvonne McDonald
Dick Muirhead
Peter Murrell
Jim Nault
Dennis Redovich
Frank Samuels
Bill Thomas
Steve Turner*
Ed Heidenreich**
Paul Vance**

PILOT PARTICIPANTS

Phyllis Jelich
Herbert Ware
Patricia McFarland
Kathy Bergant
Mel Buck
Tom Douglas
Richard Werwath
Lucille Szmanda
Darrell Anderson
John Sacharski
Jerry Bowers
Larry Edwards
Tom Kapusta
Steve Schild
Mary Eiche
Shirley Hesse
Geraldine Johnson
Steve Turner
Bob Mehner
Bill Koepsel
Jerry Shannon
Mary Jante
Howard Austin
Geraldine Geischer
Christian Hansen
Larry Riley
Ruth Cimperman
Deborah Gilbert
Fred Stadler
Dave Grypp
Delisa Narr
Mary Papenthien
Dorsey Kendrick
Anita McCarville

RESOURCES SUBCOMMITTEE

Howard Austin
Robert Boyle
Carol Calvin
Allan Christenson
Rith Cimperman
Louis Haatja
Dorothy Jones
Gary Kuenzle
Larry Lamont
Andy Madson
Cheryl Mayes
Dick Muirhead
Glenn Petrick
Mary Anna Petrick
Hannah Pickett
Ken Robinson
Al Rozas
Phyllis Scharner
Neal Schuster
Audrey Stockey*
Bob Thomas
Bob Way
Warren Miller

*Chair
**Ex-Officio

STUDENT OPINION PILOT PARTICIPANTS

Olga Schuster
Bill Barnard
Don Starr
Betty Vogt
Mary Jante
Roxine McQuitty
Barbara Schumacher
Larry Lamont
Al Lustig
Leslie Pederson
Borgne McClelland
Tom Huffman
Gary Longrie
Dawn Balistreri
Evonne Carter
Joan Radtke
Ruth Powers
Gary Zinke
Kathy Peccarelli
Ken Brady
Ken Lancaster
Les Povlich
Elaine Kalm-Cholka
Jay Blazek
Carol Loomis
Robert Scheurell
Carole Johnson
Eloise Williamson

Ryan Smith
Dick Tupta
Orval Bequest
Barbara Bryant
Mary Williams
Bob Way
Kathy Bates
Paul Redig
John Kress
Mary Lewandowski
Peg Williamson
Anne Lehman
Mary Lou Koenig
Geraldine Johnson
Nancy Moews
Concetta Johnson
Bjorg Frackelton
John Gray
Corey Odom
Nate Jorgenson
Ted Grasser
Anthony Cecil
Kathy Jesiolowski
Abe Weinrauch
Mike Ziedler
Lisa Bertolas
Mary Waller
Jan Feldhausen

Walt Royek
Al Volkman
Helen Haasch
Patricia Frieburger
Judy MacNab
Bill Koepsal
Glenn Petrick
Bob Boyle
John Schaefgen
Larry Elliot
Paul Jaulkanen
Shirley Sullivan
Al Krahn
Gloria Wold
Patricia Kielpinski
Marva McCants
Janet Hicklin
Donna Dudor
Mary Sorenson
Pauline Taylor-Boyd
Rich Maples
Jim Mihal
Jim Miersma
David Smith
LaVerne Gruenberg
Debbie Wendt
Roxanne Clayton
Roy Everett

*Chair
**Ex-Officio

GLOSSARY

Action Plan - This document is completed when the coach/evaluator determines that a Track Two instructor's performance is unsatisfactory. The coach evaluator and instructor specify not only the improvement(s) to be achieved but also the strategies and resources to be used. They should also determine a time-frame required for improvements.

Call Staff - Part-time instructors with less than 50% of a full teaching schedule.

Certification - Requirements Requirements for original and continued certification are established by the Wisconsin Board of Vocational, Technical and Adult Education. For specific information call the office of Instructional Development and Support.

Coach - The functions of the coach are briefly described in the introduction to this Guidebook. A more complete description is available in Ferdinand Fournais' book Coaching for Improved Work Performance. In the MATC Coaching Syste, which person performs the coaching functions depends upon the instructor's track ((I or II) (see Appendix A)].

Coaching - Coaching is a helping process focused on the development of job knowledge and instructional skills so that each instructor can function at their full potential as a teacher.

Employment - Decision This term refers to decisions made by administrators that alter the job status of an instructor (for instance, tenure, promotion, termination, non-renewal).

Joint - Growth Plan This is the fundamental document in the coaching process. The participants agree on the professional growth objective(s) of the coaching cycle, and specify the actions each cell will take to accomplish the objective(s).

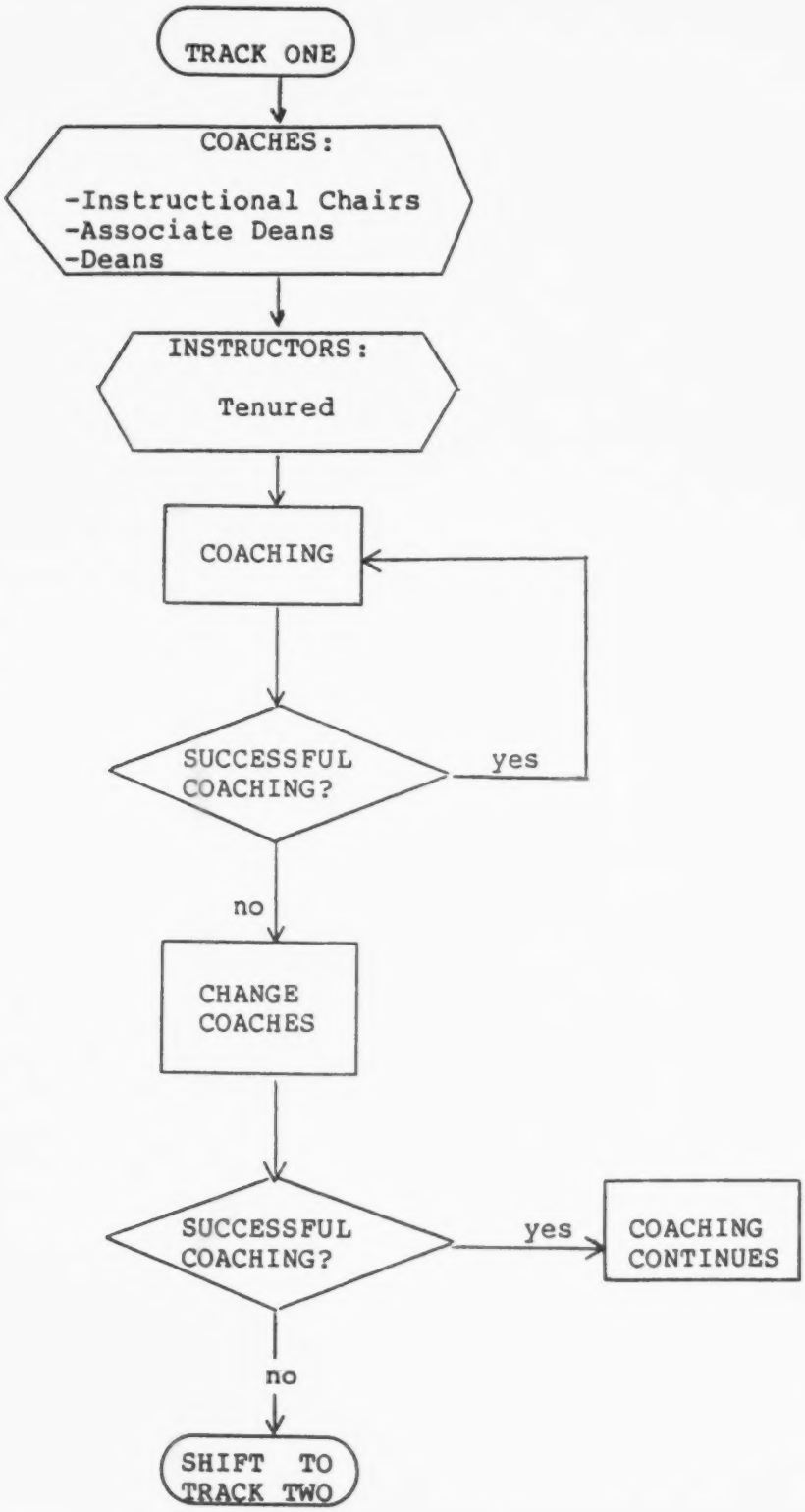
Limited-term - employee See Local 212 contract, Article I, Section I, paragraph b

Non-tenured - See Local 212 contract, Article III, Section II, paragraphs a, b, and d

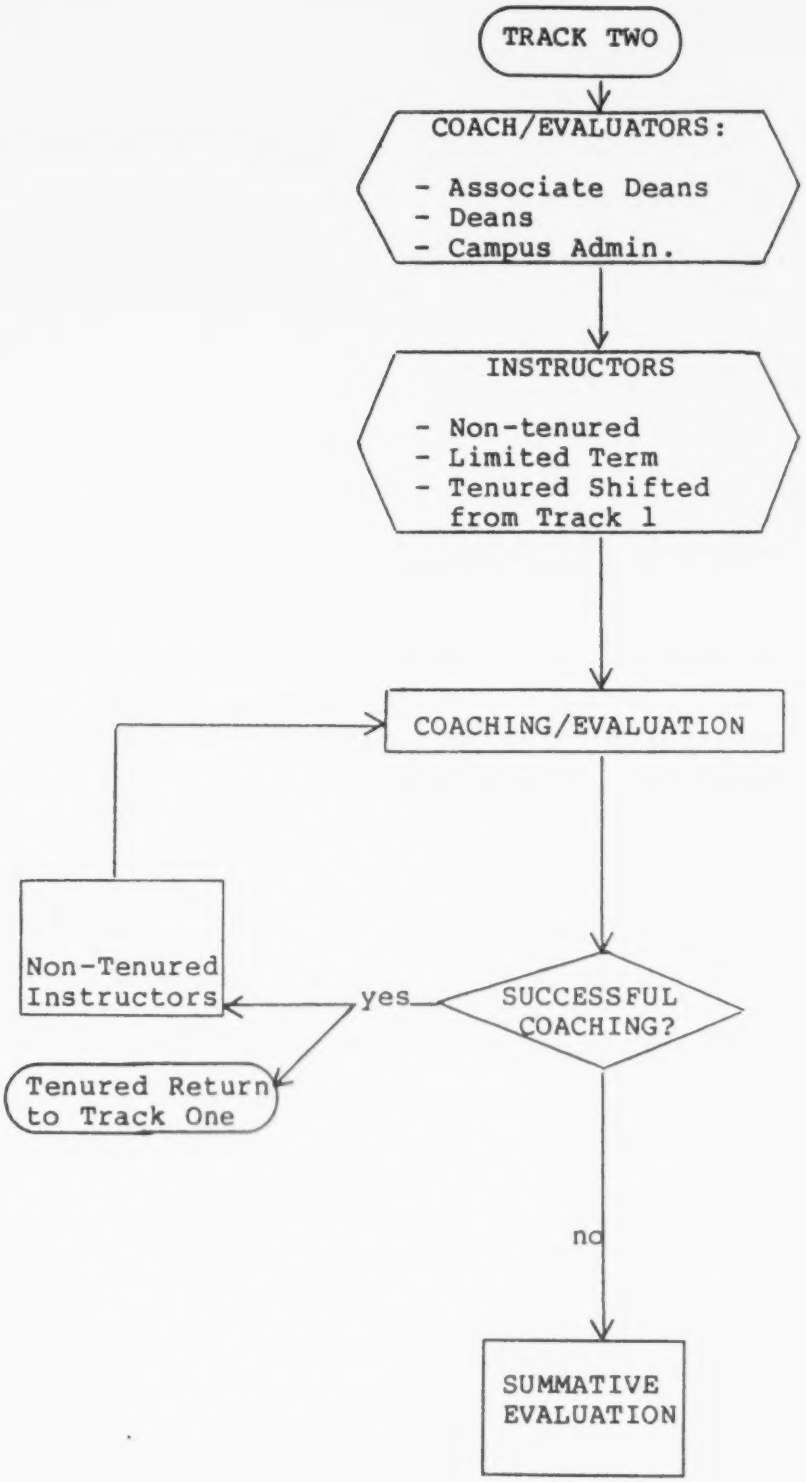
Observation -	The coach is required to view a minimum of one class period of instruction. This may be supplemented by peer observation. The observation for the purpose of coaching should be announced ahead of time unless ohter arrangements are agreed to.
Peer -	In the Faculty Coaching System a peer is another instructor.
Peer - Mediation	See the Procedures section of this Guidebook
Personnel - file	For the purposes of the Faculty Coaching System the personnel file is the file maintained for each instructor by the Personnel and Human Resources Department.
Preliminary - Conference	This is a private fact-to-face meeting of a coach and instructor for the purpose of determining the focus of activities for the coaching cycle. The instructor is given the opportunity to take the leadership role in this regard through the completion of the Self-Assessment prior to the Conference (see the Procedures section of this Guidebook).
Self- - Assessment	The conscientious completion of this step in the coaching process is the key to the efficiency and effectiveness of coaching. Through self-assessment instructors are encouraged to guide the coach toward an effective Growth Plan.
Summary - Comments	This section of the Self-Assessments, Coaching Instrument and Rating Instrument provides the instructor and the coach with the opportunity to comment on the instructor's overall performance.
Summary - Conference	The Summary Conference (described in the Procedures section of this Guidebook and Appendix B) is the heart of the coaching process. The conference is centered on the coach and instructor sharing their analysis of the instructor's performance and on reaching consensus on a Growth Plan.
Summative - Evaluation	This term refers to the process of rating performance to facilitate the making of assessments for purposes of personnel decisions.
Tenured -	An instructor whose employment is continued after completion of the probationary period.

APPENDIX A

FACULTY EVALUATION SYSTEM

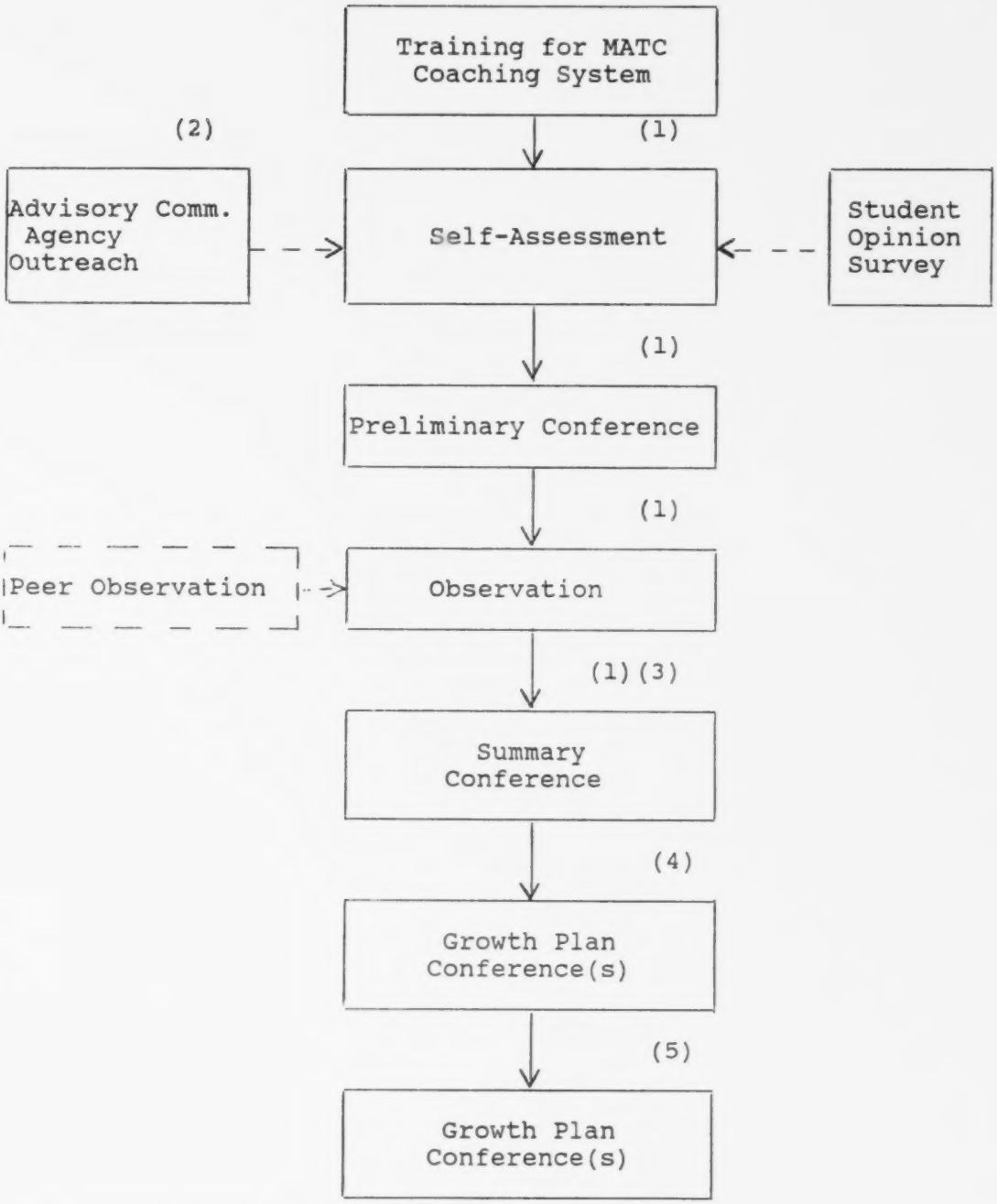


FACULTY EVALUATION SYSTEM



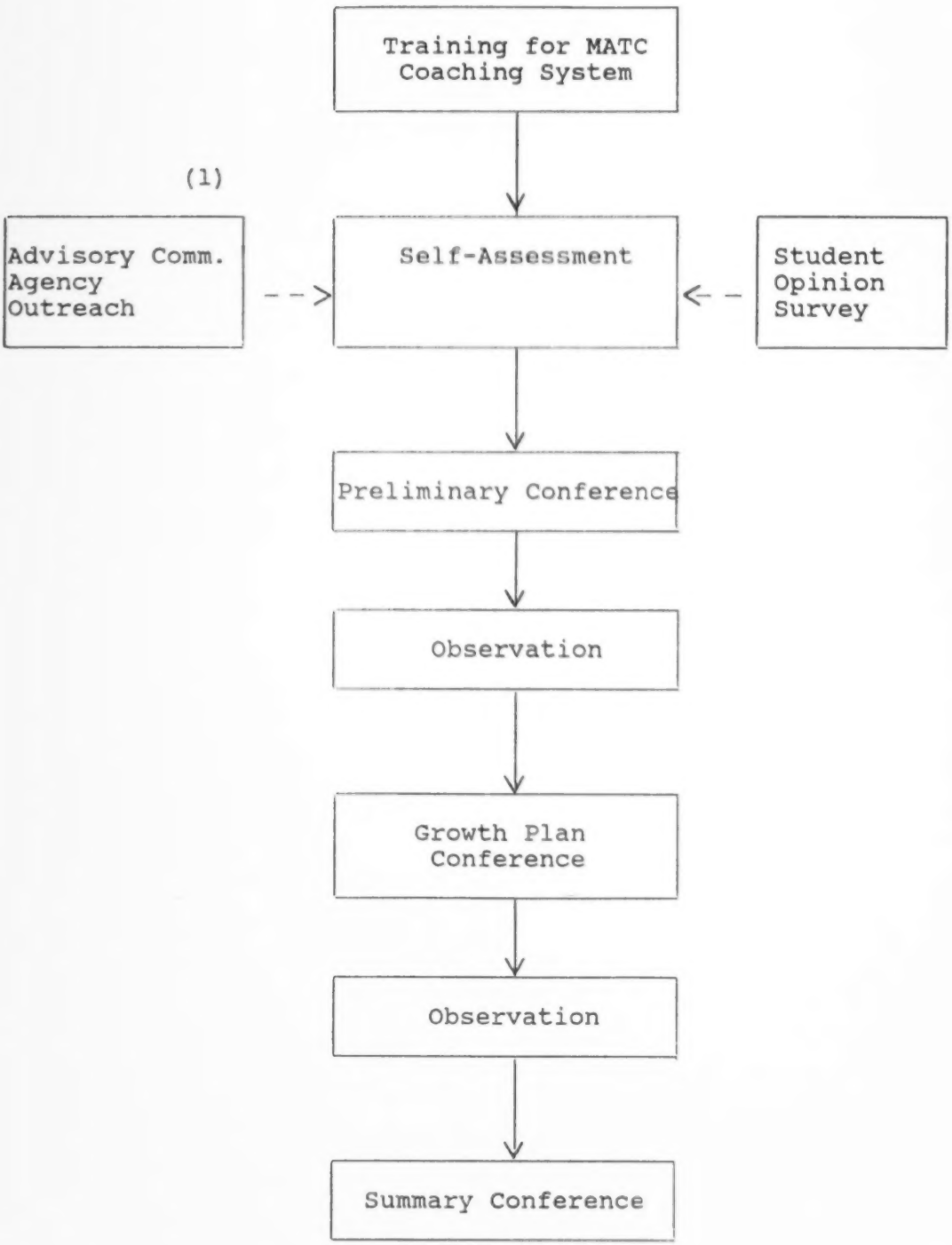
APPENDIX B

COACHING CYCLE - TRACK I



(1) First year of cycle
(2) When applicable
(3) Peer mediation, if necessary
(4) Second year of cycle
(5) Third year of cycle

COACHING CYCLE - TRACK TWO



(1) When applicable

APPENDIX C

FACULTY COACHING COMMITTEE

The Faculty Coaching Committee performs the following functions with regard to the MATC Faculty Coaching System:

1. monitoring implementation and development,
2. recommending any necessary modifications,
3. responding to procedural issues that arise during implementation.

If instructors or coaches have any questions, recommendations or concerns regarding these areas of the coaching system, they should be communicated in writing to a Committee member listed below.

Richard Beyerl
Anne Channell
Mary Eiche
Phyllis Jelich
Warren Miller
Glenn Petrick
Bob Way
Jim Walsh

ERIC Clearinghouse for Junior Colleges DEC 16 1988